

Richmond Foster Care Training Offer 2015

This booklet is give foster carers working for the London Borough of Richmond Upon Thames an overview of training that is available to them in the coming year. Achieving for Children was created to provide a range of training across Kingston and Richmond to ensure that their employees are trained to highest standard possible. All foster carers are required to attend a certain amount of training and we endeavour to make this training as informative and constructive towards your practice as we possible. Along with courses you may recognise and the mandatory course that are usually on offer, we are also trying some new course to increase the knowledge base of everyone that attends. Because we provide training for multiple different departments and professionals you will also have the chance to meet, on the training, many other employees from across the service that help to support children and families.

Foster carers working for Richmond are required to complete a certain amount of training every year as well as completing mandatory training if not already taken or out of date in the following areas:

- Attachment
- Safer Caring
- First Aid
- Child Protection/ Foster Care and the Law

These courses are run throughout the year across a number of different times and venues in order to accommodate everyone's busy schedule. If you haven't completed any of these in the last 3 years then please try to book on to the next available training. This can be done through logging on to www.afccpdonline.org.uk. On the website we keep a record of the training you have attended and the training you are due to attend. We are also working towards a system that will automatically inform you when the renewal period on one of the mandatory training is approaching. If you are unsure of your log in details or whether you have attended any of these courses then please contact me using the following details:

E-mail: Michael.Clark@achievingforchildren.org.uk
or Training@achievingforchildren.org.uk

Telephone: 0208 487 5240 / 0208 831 6353

While not all training will be directed solely at foster carers much of the content may still be applicable. If you have read the description on the site and are still unsure please contact your social worker or myself for further clarification and advice.

This year there is new training that will be aimed at meeting the needs and demands of the foster carers. As time goes on different knowledge is required to help build your skills and we at achieving for children try to cater to that need. To help us with this process is important to evaluate the course you have been on and tell your social worker what you thought of it. This will help us to evolve our training provision to better suit your needs. Below are some of the new courses we will be running this year:

- Child Trafficking
- Life Work with Children – An Integrated Approach
- The Positive Role of Men Who Foster

Richmond and Kingston Local Safeguarding Children's Board (LSCB)

The LSCB offers a wide range of training which is facilitated through to Achieving for Children. The point of this training is to make sure that professionals working with children and families have skills necessary to fully safeguard vulnerable children and young people. The courses are run throughout the year and can contribute fully to your training requirements. The course LSCB Safeguarding Children: Child Protection Process Level 3, can also contribute as one of your mandatory training course.

The following pages lists many of the courses that will be coming up over the year, however as time goes on circumstances, venues, dates and times may change. For this reason we recommend checking the CPD online website to keep up to date with these changes and to view other course that may not be listed here.

Understanding Attachment

Introduction: This one-day course is aimed at foster carers and provides an opportunity to consider how the quality of the attachments the child or young person has experienced, impacts on the fostering placement.

Content: The course aims to not only give foster cares a good understanding of attachment theory, but also to look at practical ways in which they can care for fostered children and young people by recognising and applying appropriate strategies depending on the attachment patterns being displayed. The attachment relationship is the foundation relationship of a child's life; attachment theory can provide us with a framework for understanding the resulting behaviour of the children. Attachment theory is a vast subject and this has been acknowledged by the provision of a comprehensive list of resources which includes books, DVDs and websites, thus further enhancing knowledge and understanding of the topic. The course is highly participative, stimulating and fun incorporating a range of techniques and adult learning methods such as large and small group discussions, and opportunities for critical reflection.

Learning outcomes:

- Be able to define what is meant by attachment and gained an understanding of attachment theory
 - Have developed a greater understanding of the different types of attachment patterns the fostered child or young person may have experienced
 - Have considered a range of strategies for responding to the different insecure attachment patterns the foster child or young person exhibits, in order to give them the best opportunity of forming secure attachments
 - Have gained an understanding of recent research carried out on the impact of severe neglect on brain development and its implications for children's attachments
- Be able to use a resource list consisting of books, DVDs, and websites for gaining further insight and information about how best to respond to fostered children who have attachment difficulties

Audience	Foster Carers
TSD Standard	3.4 b, 5.1 a, b, c, 5.6 c, 6.3 b, 7.3 d, e
Date	24/01/2015, 13/05/2015
Time	09.45-14.30
Trainer	Jonathan Epps
Venue	Twickenham Training Centre

Safer Caring: Protecting Children & Minimising the Risk of False Allegations

Introduction: This one-day course is aimed at staff involved in the role of fostering; foster carers and supervising social workers. The course addresses the shift in safer caring practice over the past few years and has been influenced by the Fostering Network's 2012 publication Safer Caring: a new approach. The course looks at developing knowledge and strategies informed by this new approach, thus ensuring safer caring practice is risk sensitive rather than risk averse.

Content: This course enables participants to explore the serious nature of allegations and have a greater understanding of the dynamics of what might be happening for a child or young person if an allegation is made. The course ultimately gives participants the opportunity to explore strategies they need to consider and introduce in their own households to minimise the risk of an allegation being made. The course is highly participative and stimulating and incorporates a range of techniques and adult learning methods such as large and small group discussions, and opportunities for critical reflection.

Learning outcomes:

- Have a clear understanding of the reasons why a foster child or young person may make a false allegation and why allegations always need to be taken seriously
- Have obtained a thorough understanding of the 2011 National Minimum Standards for Fostering Services vis-à-vis agency procedures on allegations
- Have developed strategies that can be used in order to minimise the risk of an allegation being made against you and your family
- Be clear about what needs to be included in their safer caring
- Be able to complete with their supervising social worker a risk assessment plan on the specific foster child or young person placed with them
- Be clear about where to go for support, information and advice following an allegation

Audience	Foster Carers
TSD Standard	2.2 a, b, 2.6 a, c, 3.1 b, 3.2 a, 4.5 b, 6.1 a, b, 6.2 b, c, d
Date	11/02/2015, 10/06/2015
Time	09.45-14.30
Trainer	Jonathan Epps
Venue	Twickenham Training Centre

Foster Carer Specific - First Aid

Introduction: This course is specifically for Foster Carers who have a duty of care to children and are required to be the basic Appointed Person for First Aid. The course aims to fulfil the role of the appointed person under the Health & Safety (First Aid) Regulations 1981

Content: This course will cover everything from what an appointed person is to the contents of a first aid box and the importance of personal hygiene in first aid. Delegates will get a grip of how to handle an emergency situation.

- Primary and secondary assessment
- Shock and use of auto-injectors
- Choking and asthma
- Causes and management of unconsciousness
- Recovery position and Practical Practice
- Resuscitation and CPR
- Principals of controlling bleeding
- Wounds from Foreign bodies, minor wounds and burns

This course acts as a refresher for foster carers who have already completed first aid training. If you have never received first aid training before then we recommend that you attend the 2 day course.

Learning outcomes: Completing this course will act as a refresher and update your knowledge in:

- Looking after the first aid arrangements within the foster placement
- How to activate the Emergency Services
- Administering basic first aid

Audience	Foster Carers
TSD Standard	3.3 a, d
Date	18/04/2015, 12/09/2015
Time	09:30 – 15:00
Trainer	Medi Aid
Venue	Twickenham Training Centre

Foster Care and the Law

Introduction: This course is acts a part of the mandatory requirement for all foster carers in the borough. It is run by the South London Legal Partnership which is a joint working legal department between Richmond, Kingston, Merton and Sutton. This training is something that is offered to all foster carers that reside in those boroughs and is used to ensure that foster carers are aware of the laws and legislations that may affect their role.

Content: It is essential that all foster carers are aware of current local and national policy and legislation that could affect children in the care system.

The course will use a mixture of learning techniques including open discussion and use of power point presentations, to give delegates a wide knowledge of the many legal phrases and terminology that will have relevance to their role. It will also give delegates insight into the major legal ramifications effecting children safeguarding and welfare. The training will also use fictional scenarios to help explain the potential effects on young people and the families.

Learning outcomes: By the end of the training delegates will have knowledge of the follow:

- Parts of the Children's Act that may lead to a child having to be cared for. This will include section 20, 22, 23, 24 and Section 31.
- The legal process involved in Public Law Outline
- Private Law Orders including residence orders and special guardianship orders

Audience	Foster Carers
TSD Standard	2.2a, b, 6.1a
Date	19/03/2015, 15/09/2015
Time	18.30-21.00
Trainer	South London Legal Partnership
Venue	Twickenham Training Centre

Life Work with Children - an Integrated Approach

Introduction: Life Story work acts as an important tool in communicating with children of all ages and helping them to open up about parts of their lives they would rather not speak of. Life Story work can also promote attachment in the child to both foster carers and adoptive families.

Content: This session is being run by Joy Rees a leading expert and published author on the subject of life story work. Joy also has over 30 years' experience working in Children's Services departments with a number of different local authorities. The sessions will use a mixture of theoretical knowledge and practical activities. This session is set over 2 sessions in consecutive weeks.

Learning outcomes:

- to increase our understanding of life work and current terminology
- to recognise and value the different elements of life work
- to understand different roles and responsibilities in life work
- to enable foster carers and adopters to use life work techniques as a bridge between the past and the future
- to use life work to increase the child's self esteem and to promote attachments

Audience	Foster Carers
TSD Standard	2.3 a, 5.6 a
Date	5 and 12/05/2015, 16 and 23/09/2015
Time	18.00-20.30
Trainer	Joy Rees
Venue	Twickenham Training Centre

Total Respect

Introduction: Total Respect is a unique training course delivered by some of Richmond's looked after young people who have attended an accredited course to become qualified Total Respect trainers. The course aims to educate and give an understanding to professionals of what it is like to be a looked after child.

Content: The Total Respect course is a powerful 2 day event that challenges assumptions about young people and teaches participants how to work together and create better conditions for young people's involvement in service design and delivery. The course is designed to energise and motivate you, and there will be lots of activities to get you thinking about how children and young people experience being looked after.

Learning outcomes: The course will educate and give an understanding to professionals of what it is like to be a looked after child. The course will enable professionals to ensure that 'children's and young people's right to participate in all decisions affecting them is fully respected in the looked after system' by foster carers, social workers, residential care staff, managers and elected members.

Audience	Multi-Agency
TSD Standard	4.1a, b, c, 7.3d, e
Date	16/02/2015 and 17/02/2015, 06/07/2015 and 07/07/2015
Time	09.30 – 16.30
Trainer	Various
Venue	Twickenham Training Centre

Child Trafficking Training

Introduction: Increased figures of trafficking of children in the UK are difficult to monitor and unless a person has a trained eye to identify a potential child that is being trafficked the cruel activities will always continue. Trafficking of children is a very modern day version of slavery across many borders, boundaries and continents. In its simplest form it can be defined as the recruitment, transfer or harbouring of a child for the purpose of exploitation. Child trafficking has been internationally accepted as a human rights violation and it's only through public actions and research that the topic has been given global awareness to such a high degree.

Content: Delegates will look at signs of Identifying children who may have been trafficked and begin to understand types of child trafficking into and around the UK. There will be an introduction to the London Safeguarding Children Board Trafficking Tool Kit and the role and function of the National Referral Mechanism Assess risk of re-trafficking

Learning outcomes:

- Understand legal and immigration issues in relation to children who may have been trafficked
- Understand their duties and responsibilities towards children who may have been trafficked
- Understand issues concerning return and reintegration of trafficked children into their country of origin

Audience	Multi-Agency
TSD Standard	3.4 b, 5.1 a, b, c, 5.6 c, 6.3 b, 7.3 d, e
Date	16/04/2015
Time	09:30 – 11:30
Trainer	CFAB
Venue	Twickenham Training Centre

Promoting and Supervising Contact in Foster Carers

Introduction: This one-day course will give foster carers an opportunity to explore their central role in facilitating a positive experience of contact for both the fostered child and their birth family. The course will also ensure that the foster carers focus is always on the following:

“The type of contact with the birth family needs careful consideration and planning, and should be determined by the needs of the child and what is in their best interests. Factors that need to be considered include the age and developmental needs of the child and the reasons why they have been taken into care.¹

¹Schofield G & Stevenson A (2009) Contact and Relationships between Fostered Children and their Birth Families in Schofield G and Simmonds J (eds.) The Child Placement Handbook: Research, Theory and Practice. London: BAAF.

Content: This course will offer foster carers an opportunity to explore the challenges and benefits of facilitating contact for fostered children. There will also be an opportunity to consider how contact can help a child or young person to maintain their sense of identity and come to terms with why they are living in foster care and not with their birth family. Additionally the course will explore the foster carer's role when being requested to supervise contact and be clear about what should be included in a contact report.

The trainer Jonathan Epps has spent over 15 years working with teenagers in both residential and foster care settings. After working as a Supervising Social Worker for twelve years he went on to work as a Learning & Development Consultant for the Royal Borough of Kensington and Chelsea.

The course is highly participative and stimulating and incorporates a range of techniques and adult learning methods such as large and small group discussions, and opportunities for critical reflection.

Learning outcomes: This course will enable participants to:

- Have gained a greater understanding of the importance of contact for fostered children
- Have developed strategies for facilitating a positive relationship during contact with birth family
- Be conversant with the legal framework underpinning contact
- Have a thorough understanding of the 2011 National Minimum Standards requirements for promoting and supporting contact with fostered children
- Be clear about when and how contact ought to be supervised
- Have covered a useful checklist of questions to consider when being asked to report back on a supervised contact session
- Have gained an awareness of the popularity of social networking sites and the possible impact this may have on contact plans and the safety of the foster child

Audience	Foster Carers
TSD Standard	2.3a, b, 4.3a, b, c, 4.5c, 5.6a
Date	15/07/2015
Time	10.00-14.30
Trainer	Jonathan Epps
Venue	Twickenham Training Centre

The Positive Role of Men Who Foster

Introduction: This one-day course is aimed at male foster carers. The role of the father in contemporary society has been researched over the past twenty years by Professor Michael Lamb and other academics in the field. One of their main conclusions drawn was that:

“Children with highly involved fathers were characterised by increased cognitive competence, increased empathy, less sex-stereotyped beliefs, and a more internal locus of control.”¹

Although this research is about fathers specifically rather than male foster carers, the majority of their conclusions are applicable to both of these roles. Male foster carers have a very important parental role to all the children in their care. This course explores how much your role contributes to the positive aspects in relation to the above conclusion.

1 Lamb ME & Tamis-Lemonda CS (2004) The Role of the Father: An Introduction. In The Role of the Father in Child Development (2010), 5th edn (edited by Lamb ME), John Wiley & Sons Inc.

Content: The course will offer male carers a rare opportunity to explore their unique role in an exclusively male environment; drawing inspiration and practical strategies from each other. There will also be an opportunity to look at how the male perspective in fostering can be given a more prominent and positive profile. In essence, the day is about celebrating the difference that male carers can make to foster children when fully engaged with the task of fostering.

The trainer Jonathan Epps has spent over 15 years working with teenagers in both residential and foster care settings. After working as a Supervising Social Worker for twelve years, he went on to work as a Learning & Development Consultant for the Royal Borough of Kensington and Chelsea.

The course is highly participative and stimulating and incorporates a range of techniques and adult learning methods such as large and small group discussions, and opportunities for critical reflection.

Learning outcomes: By the end of the course participants will:

- Have explored and examined what constitutes a positive male role model
- Have explored how their gender may influence work in child care
- Have considered the most effective ways to challenge prejudicial attitudes expressed by others
- Have identified how they can protect children and young people effectively
- Have explored what practices can be developed to minimise allegations being made

Audience	Foster Carers
TSD Standard	1.2 a, c, 5.4 a, b, 5.5 a, b, 6.2 a, b, c, 6.3 a, 6.5 a, b, 7.1 a, b, c, 7.3 c
Date	25/04/2015
Time	09.45-14.30
Trainer	Jonathan Epps
Venue	Twickenham Training Centre

Introduction to Anxiety Disorder

Introduction: Some level of anxiety is normal and necessary but deciding how much anxiety constitutes a problem or disorder can be difficult. The key focus of the course will be on recognising anxiety problems and disorders and differentiating them from 'normal' anxiety. The course will consider severity (impact on functioning) and persistence as a way of identifying 'cause for concern'.

Content: Within a risk and resilience framework and a holistic view the course will explore different types of anxiety, how they affect children and young people and the type of help that can be made available. We will expand on the YoungMinds leaflet (About Anxiety) and use a mix of presentation, video, discussion and case study to build understanding. This will include recognising the physical and emotional symptoms and the mechanisms underlying the fight flight response as well as considering what can help us to manage anxiety and stress. We will explore resilience based options such as self-soothing as a way of building children's capacity to cope with anxiety and we will signpost to more specialist services as the treatment of anxiety disorders may require mental health assessments and interventions from qualified practitioners as set out in the relevant NICE guidance. The course will include advice on making an effective referral. Young Minds is the UK's leading charity committed to improving the mental health and emotional wellbeing of children and young people. They have been delivering successful well evaluated training to practitioners across the children's workforce for twenty years, and retain strong links with those engaged in academic research and clinical practice.

Learning outcomes:

- Describe the main types of anxiety disorder in children and young people
- Recognise signs of anxiety disorder in children and young people
- Reflect on 'how much anxiety is normal'
- Develop strategies to support children and young people experiencing exam stress
- Consider when more specialist help is required and where to find it.

Audience	Multi-Agency
TSD Standard	3.3a, 5.8a, b, d
Date	21/04/2015, 14/05/2015
Time	10:00 – 16:00
Trainer	Various
Venue	Various

Introduction to Attention Deficit Hyperactivity Disorder (ADHD)

Introduction: Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. Attention deficit disorder (ADD) is a sub-type of ADHD (NHS, 2013). Some suggest that ADHD may affect up to 5% of children and young people, yet it is a much misunderstood condition that often attracts negative and unhelpful responses.

Content: This half day awareness course offers a general overview of the symptoms of ADHD. Delegates will hear about the main areas of impact at school or nursery and at home, and also the effect on social, behaviour, and emotional control. They will be introduced to some evidence based approaches for management. Fin O'Regan is a former Head teacher and teacher of the first specialist school for teaching and managing children with ADHD and associated difficulties from 1988 to 2002. He is currently the Vice Chairman of the UK ADHD Partnership and former Chair of the ADHD European network, and also the author of 10 books on behaviour and SEN and provided over 2000 training sessions in the past 10 years both throughout the UK and Internationally.

Learning outcomes:

- Increased knowledge of ADHD.
- Increased awareness on how to promote a more positive approach to children and young people with ADHD, avoiding stigma.
- Some knowledge of the evidence base supporting the diagnosis and impact on children and their families.
- The ability to implement one practical step to change perceptions in setting (for delegates who work in school/nursery setting)

Audience	Multi-Agency
TSD Standard	3.3 a, 5.8 a, b, d
Date	03/02/2015, 16/06/2015
Time	09:30 – 12:30
Trainer	Charlotte Levene/Marcella Verdi
Venue	Various

Introduction to the Autistic Spectrum

Introduction: This one day course will give practitioners who are working with children and young people essential knowledge of autism, and a solid grounding for their work whether in schools, early years settings or with families at home. It is an entry level programme, thus no prior knowledge is required. Practitioners who are working 1:1 or directly with children/young people on the Autistic spectrum may wish to progress to Working with Autistic Spectrum Conditions - a course that will support direct work including assessments and action plans.

Content: This programme will include face to face information sharing, presentation slides, film clips and case studies to illustrate key messages and themes and will also involve activities to encourage reflection and discussion amongst participants. Ultimately the programme will cover inclusive attitude and practice, positive behaviour systems and also various strategies and approaches that work when dealing with children and young people with autism.

Bozena has worked in the field of Autism for over 30 years and for 10 years was Head of the Outreach Service at The Bridge London, supporting children with Autism in mainstream settings across Islington and Pan London. Having written and delivered training internationally over that period establishing a significant reputation in the field and has since taken the bold step into consulting and training full time. Bozena is also the winner of this year's National Autistic Society sponsored, Autism Professional Award for Achievement by an Individual Education Professional.

Learning outcomes: On completion of this course delegates will have a raised awareness of the following areas:

- A general introduction to the Autistic Spectrum ' AET Level 1
- An overview of Autistic Spectrum Conditions (ASC)
- An overview of Asperger's Syndrome
- Inclusive attitude and practice
- Strategies and approaches that work
- An introduction to the problems of sensory impairments and what we might do to counteract their negative effects
- Positive behaviour systems

Audience	Multi-Agency
TSD Standard	2, 5.8 a, b, d
Date	29/01/2015, 25/01/2015
Time	09.45-14.30
Trainer	Bozena Marczyk
Venue	Various

Teens, Turmoil and Transition Mental Health in Adolescence

Introduction: Parents and professionals have always known that the teenage years can be a turbulent and difficult period for young people and for those around them. Behaviours and attitudes change rapidly as young people assert their independence while still needing security and certainty. This course is for anyone who wants to better understand teenage mental health and support young people through these critical years in their development.

Content: New insights into adolescent brain development, coupled with clear and consistent messages from young people themselves, can change the way we support those experiencing or at risk of mental health problems and how we work with all young people. Exploring cognitive, emotional and social development in adolescence, as well as the neuroscience, this course will challenge some of the stereotypes surrounding young people and help participants to develop innovative ways of working.

Topics include:

- Risk taking behaviour
- Emotional problems in adolescence
- Positive coping strategies
- Providing emotional containment for young people
- Signposting to more specialist support

Learning outcomes:

- Will be able to apply conceptual models for thinking about mental health, mental health problems and disorders in Teenagers
- Will be able to briefly describe theories and research relating to attachment; brain development, risk and resilience
- Will have explored the relevance of these approaches to own practice
- Will have explored their own perspective on children and young people’s mental health and established a foundation for further learning

Audience	Multi-Agency
TSD Standard	3.3 a, b, c, 3.4 c, 3.5 a, 4.1 a, b, 4.2 a, b, 5.2 a, 6.3 b
Date	29/04/2015
Time	10.00-16.00
Trainer	Roger Catchpole /Marcella Verdi
Venue	King Charles Centre

Understanding & Managing Self Harm in Children and Young People

Introduction: The prevalence of self-harm in the UK is estimated at 6.9% of young people (3.2% of males and 11.2% of females) aged 15yrs and 16 yrs old (2002, British Medical Journal). This likely to be an underestimation of the problem. Nice Guidelines (2011) suggest that both clinical and non-clinical staff who have contact with people who self-harm in any setting should be provided with appropriate training to equip them to understand and care for people who have self-harmed. Professionals working with people who self-harm should aim to develop a trusting, supportive and engaging relationship with them, being aware of the stigma and discrimination sometimes associated with self-harm and adopt a non-judgemental approach.

Content: The training will be delivered through multimedia; PowerPoint, DVD clips and experiential exercises including case studies and small group work. This full day will cover; National guidance, forms and types of self-harm, factors associated with the development and maintenance of self harm, confidentiality, supporting young people and alternative coping strategies and reflective space to consider delegates own reactions to self-harm. Dr Alicia Fairhurst, Clinical Psychologist has worked with children and adolescents who self-harm across child and adolescent mental health (CAMHS) tiers, including roles in the assessment of risk (A&E liaison) and management of self-harm in young people. Dr Gabriella Romano, Clinical Psychologist has a special interest in working with children and adolescents who self-harm. She is particularly interested in working with narrative and solution focused techniques with these children. Both clinicians currently work in the Family Advice Support Service (Tier 2 CAMHS) offering consultation, guidance and advice and management strategies to professionals, families and young people around managing self-harm.

Learning outcomes:

- Understand what self-harm is and some of the reasons why young people may self-harm.
- Feel more confident in discussing self-harm with young people and their carers.
- Have an increased understanding of what interventions are appropriate for self-harm from both universal, targeted and specialist services.
- Know what services and resources are available locally to support young people who self-harm.

Audience	Multi-Agency
TSD Standard	5.2 a, 6.3 b, c,
Date	25/02/2015
Time	09:30 – 16:30
Trainer	Alice Fairhurst/ Gabriella Romano
Venue	Twickenham Training Centre

Depression in Children Aged 0-7

Introduction: This course will empower those working with children 0 - 7 who are experiencing or at risk of depression to better support children and families. It will be relevant to all staff working with this age group. There will be a strong focus on early detection and on good practice guidance including practical strategies.

Content: The course will be underpinned by a risk and resilience model and by an understanding of early childhood development, in particular of attachment theory and the importance of parent child interactions in forming positive mental health in children. This is necessarily a systemic approach and will include a strong equalities dimension. The course will include input on early brain development and how appropriate interactions can build strong emotional foundations.

The NIHC Guideline (CG28) stresses the importance of early detection of depression and of clear expectations of those in tier 1 roles, such as most Early Years practitioners and primary school staff. The course will use the guideline as a framework for the training but will focus specifically on; detecting depression, being aware of risk factors, engaging in active listening, recognizing symptoms and knowing when to refer for more specialist support where children are under 7.

The course will use a resilience lens to consider how early years practitioners and others might best support parents and carers, together with children, where there is evidence of depression and will model a reflective practice approach to support practitioners in working with children, parents and carers. Methods will include a mix of presentation, video, small and large group discussion and case study activities supported by relevant handouts, references to further reading and research.

Learning outcomes:

- Describe and identify relevant risk factors for depression in young children
- Describe and detect signs and symptoms of depression
- Describe a stepped care approach
- Identify strategies to build resilience in families

Audience	Multi-Agency
TSD Standard	3.3 a, b, c, 3.4 c, 3.5 a, 4.1 a, b, 4.2 a, b, 5.2 a, 6.3 b
Date	19/03/2015
Time	09.30-16.30
Trainer	Roger Catchpole/ Marcella Verdi
Venue	Twickenham Training Centre

Depression in Children and Young People Aged 7+

Introduction: This course will empower non clinical practitioners working with children and young people aged 7 and above who are experiencing, or at risk of, depression to detect early signs and to provide appropriate support. The course will draw on good practice guidance, research evidence and young peoples' reported experience to help delegates develop their confidence in detecting and responding to depression.

Content: The course will use presentation, discussion and case study reflection, together with video to deepen delegates understanding of depression and to identify ways in which appropriate support can be provided safely. It will use the NICE guidance as a framework within which delegates can consider what their service can do to better support vulnerable young people and explore how good inter agency practice can improve early identification and build capacity. Course content will include:

- Defining and recognising depression, early signs, symptoms and risk factors
- Psychological and social development in children and young people
- What is meant by a stepped care approach and how to use it
- Practical, evidence based strategies to build resilience
- Signposting young people to safe support

Learning outcomes:

- Describe and identify relevant risk factors for depression in children and young people
- Describe and detect signs and symptoms of depression
- Describe a stepped care approach
- Identify strategies to build resilience in young people and in schools and other services that young people access
- Signpost young people to trusted sources of support

Audience	Multi-Agency
TSD Standard	3.3 a, b, c, 3.4 c, 3.5 a, 4.1 a, b, 4.2 a, b, 5.2 a, 6.3 b
Date	05/03/2015, 08/06/2015
Time	09.30-16.30
Trainer	Roger Catchpole/ Marcella Verdi
Venue	Twickenham Training Centre

Transition, Separation and Bereavement

Introduction: Young people with troubled histories of transition, separation or bereavement are particularly vulnerable. It is therefore essential that these issues are properly understood if they are to be effectively supported to achieve their full potential.

Content: All children and young people will experience transition at some point in their lives e.g the move from primary to secondary school. For some children this will be managed without too many problems. For others transitions bring panic, fear and difficult behaviours. Increasingly children are now being affected by significant separations within the family such as when parent's divorce or separate. For some young people this will make a major impact on their emotional stability and lead to problems at school and at home. Bereavement is of course the ultimate separation and needs to be understood within the context of how children are impacted by all these issues.

Learning outcomes:

- Learn to see experiences of transition, separation and loss through the lens of a child and adolescent
- Understand the potential impact these major life experiences can have on the mental health of children and adolescents
- Learn how we support young people during these difficult times
- Understand more about our own responses to the issues in order to understand and support others effectively

Audience	Multi-Agency
TSD Standard	5.1 a, b, 5.3 a, b, 5.6c
Date	12/02/2015
Time	09.45-16.30
Trainer	Philippa Carr
Venue	King Charles Centre

LSCB Child Sexual Exploitation

Introduction: The key findings from recent serious case reviews involving children who have been exploited is the necessity for a multi-agency response to addressing the issue of child sexual exploitation (CSE) in communities, boroughs and nationwide. Local authorities, the metropolitan police and other agencies in Richmond and Kingston are working in partnership to identify children and young people at risk of CSE within the two boroughs.

Content: This training will be delivered by Barnardo's practitioners who have experience in direct work with parents/carers and children who have been affected by child exploitation and children who have been identified as at risk of CSE. The practitioners will reflect on their own experiences of good practice as well as identifying policies and research promoting the appropriate response to CSE. The course content will focus on:

- Developing an understanding of the nature of sexual exploitation by identifying the vulnerability factors and risk indicators.
- Understanding the safeguarding procedures when a child or young person has been identified of being at risk of sexual exploitation.
- Understand key terminology in relation to work on sexual exploitation and gain awareness that sexual exploitation can effect boys and girls and young people from all social and ethnic groups.
- Identifying the tools or techniques that are available to support children and young people.
- Understanding the identification of sexual exploitation, grooming process, power and control in abusive relationships, reducing risk and the law regarding young people and sexual activity
- The referral process for MASE

Learning outcomes:

- Be able to identify risk indicators and vulnerability factors of children who are at risk of CSE.
- Be aware of specific risks which may present for children and young people who are sexually exploited
- Gain an understanding the barriers young people may have when disclosing and the impact the disclosures could have on the young person and their family.
- Understand the need for multi-agency working and be able to identify the additional support needs of children and carers.
- Feel confident about sharing relevant information in order to safeguard children and young people

Audience	Multi-Agency
TSD Standard	6.1a, b, 6.2a, b, c, 6.3a, b, c, d, e, 6.4a
Date	03/03/2015, 16/06/2015
Time	09.45-14.30
Trainer	Barnardo's
Venue	Twickenham Training Centre

LSCB Online Safety & Risky Behaviour

Introduction: The recent children and young people's survey identified that 12% of year 6 pupils said that they chat online to people they have never met and 21% of year 8 and 30% of year 10 pupils said the same. This half day course focuses on making children and young people aware on how to stay safe on-line and is suitable for front-line professionals working with children and young people.

Content: Using a combination of presentations, video material, discussion and role-play the session will be interactive and informative. The session will cover a wide variety of themes including;

- How the world children are growing up into is changing
- Update on trends in use and misuse
- Handling disclosures and concerns
- Identifying behaviours
- To support the themes typical case studies will also be discussed and shared.

Learning outcomes:

- Be aware of the legal responsibilities
- Ways in which practitioners can encouraging safer and more responsible use of the web
- How to respond to E-Safety incidents
- Spotting and responding to risky behaviour, including self-harm and sexting

Audience	Multi-Agency
TSD Standard	6.1a, b, 6.2a, b, c, 6.3a, b, c, d, e, 6.4a
Date	13/02/2015, 13/05/2015
Time	09.30-13.00
Trainer	Peter Cowley
Venue	Twickenham Training Centre

LSCB Safeguarding Children: A Shared Responsibility Level 2

Introduction: This course is for staff and volunteers in regular contact or who have a period of intense but irregular contact, with children and young people and/or parents/carers including all health clinical staff, who maybe in a position to identify concerns about maltreatment. Delegates will begin to gain a better understanding of safeguarding and the processes involved, creating a better understanding of how these fit in relation to their role in their organisation.

Content: This course relates to the issues surrounding safeguarding children by exploring the concepts of child vulnerability , child protection and significant harm ; coupled with the individual and organisational responsibilities of safeguarding children. Building on these concepts child abuse is explored through defining the term and exploring the four main forms of abuse, namely: physical abuse; emotional abuse; sexual abuse and neglect. The course will enable delegates to recognise the signs of child abuse by focusing on examples as well as the behavioural and physical indicators. A practical approach will be taken to define the responsibility of organisations and individuals in relation to handling the disclosure, recording and reporting of abuse by children. Many practical examples will be provided to give delegates insight into how to manage the difficult situation of disclosure with encouragement to develop personal checklists for these situations.

By the end of the course, through exploring real-life scenarios, delegates will be equipped with the knowledge, understanding and skills to recognise the signs and symptoms of child vulnerability and abuse.

Learning outcomes:

- Identify laws and guidance relating to safeguarding children
- Understand what children and young people want and need to feel safe
- Identify some of the main forms, signs and effects of abuse with reference to child developmental stages
- Be able to demonstrate their skills in effective collaboration between interagency to achieve a suitable outcome for the child and family members
- Clear understanding of own and colleagues roles, responsibilities and professional boundaries

Audience	Multi-Agency
TSD Standard	6.1a, b, 6.3a, b, 6.4a
Date	08/01/2015, 10/02/2015, 18/02/2015, 24/02/2015, 02/03/2015, 03/03/2015
Time	09.30-16.30
Trainer	Various
Venue	Various

LSCB Safeguarding Children: Child Protection Process Level 3

Introduction: This course is designed for members of the workforce who work predominantly with children, young people and/ or their parents/carers and who potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Content: This course will focus on good practice in multi-agency child protection providing participants with an understanding of the function and processes of child protection. A practical approach will be taken to define the responsibility of organisations and individuals in relation to handling a disclosure, recording and reporting of abuse by children. Many practical examples will be provided to give delegates insight into how to manage the difficult situation of disclosure.

By the end of the course, through exploring real-life scenarios, delegates will be equipped with the knowledge, understanding and skills to recognise the signs and symptoms of child vulnerability and abuse. provide

Learning outcomes:

- Use professional knowledge and understanding of what constitutes significant harm and how to identify and signs of child abuse.
- Detail local child protection reporting procedures
- Consider the factors that might affect recognition of harm particularly when working with resistance or disguised compliance.
- Consider how to work together to facilitate effective information sharing in order to analyse and understand potential risk of harm
- Understand the importance of professional challenge within a safe system and how to work with professional difference

Audience	Multi-Agency
TSD Standard	6.1a, b, 6.3e, 6.4a
Date	15/01/15, 26/02/15, 09/03/15, 20/03/15, 15/04/15, 15/05/15
Time	09.30-16.30
Trainer	Various
Venue	Various

Calendar of Upcoming Training

Date	Course	Venue
08/01/2015	LSCB Safeguarding Children: A Shared Responsibility Level 2	King Charles Centre
15/01/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	Twickenham Training Centre
24/01/2015	Understanding Attachment	Twickenham Training Centre
29/01/2015	Introduction to the Autistic Spectrum	King Charles Centre
03/02/2015	Introduction to Attention Deficit Hyperactivity Disorder (ADHD)	King Charles Centre
10/02/2015	LSCB Safeguarding Children: A Shared Responsibility Level 2	Twickenham Training Centre
11/02/2015	Safer Caring: Protecting Children & Minimising the Risk of False Allegation	Twickenham Training Centre
12/02/2015	Transition, Separation and Bereavement	King Charles Centre
13/02/2015	LSCB Online Safety & Risky Behaviour	Twickenham Training Centre
16/02/2015 and 17/02/2015	Total Respect	Twickenham Training Centre
24/02/2015	LSCB Safeguarding Children: A Shared Responsibility Level 2	Twickenham Training Centre
25/02/2015	Understanding and Managing Self Harm in Children and Young People	Twickenham Training Centre
26/02/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	Twickenham Training Centre
03/03/2015	LSCB Child Sexual Exploitation	Twickenham Training Centre
05/03/2015	Depression in Children and Young People Aged 7+	Twickenham Training Centre
09/03/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	King Charles Centre
19/03/2015	Foster Care and the Law	Twickenham Training Centre
19/03/2015	Depression in Children Aged 0-7	Twickenham Training Centre
20/03/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	Twickenham Training Centre
25/03/2015	Introduction to the Autistic Spectrum	Twickenham Training Centre
15/04/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	King Charles Centre
16/04/2015	Child Trafficking Training	Twickenham Training Centre
18/04/2015	Foster Care Specific First Aid	Twickenham Training Centre
21/04/2015	Introduction to Anxiety Disorder	King Charles Centre
25/04/2015	The Positive Role of Men Who Foster	Twickenham Training Centre
29/04/2015	Teens, Turmoil and Transition Mental Health in Adolescence	King Charles Centre

05/05/2015	Depression in Children and Young People Aged 7+	Twickenham Training Centre
13/05/2015	Understanding Attachment	Twickenham Training Centre
13/05/2015	LSCB Online Safety & Risky Behaviour	Twickenham Training Centre
14/05/2015	Introduction to Anxiety Disorder	Twickenham Training Centre
15/05/2015	LSCB Safeguarding Children: Child Protection Processes Level 3	Twickenham Training Centre
05/05/2015 and 12/05/2015	Life Work with Children - an Integrated Approach	Twickenham Training Centre
08/06/2015	Depression in Children and Young People Aged 7+	Twickenham Training Centre
10/06/2015	Safer Caring: Protecting Children & Minimising the Risk of False Allegation	Twickenham Training Centre
16/06/2015	Introduction to Attention Deficit Hyperactivity Disorder (ADHD)	Twickenham Training Centre
16/06/2015	LSCB Child Sexual Exploitation	Twickenham Training Centre
06/07/2015 and 07/07/2015	Total Respect	Twickenham Training Centre
15/07/2015	Promoting and Supervising Contact in Foster Carers	Twickenham Training Centre
12/09/2015	Foster Care Specific First Aid	Twickenham Training Centre
15/09/2015	Foster Care and the Law	Twickenham Training Centre
16/09/2015 and 23/09/2015	Life Work with Children - an Integrated Approach	Twickenham Training Centre